

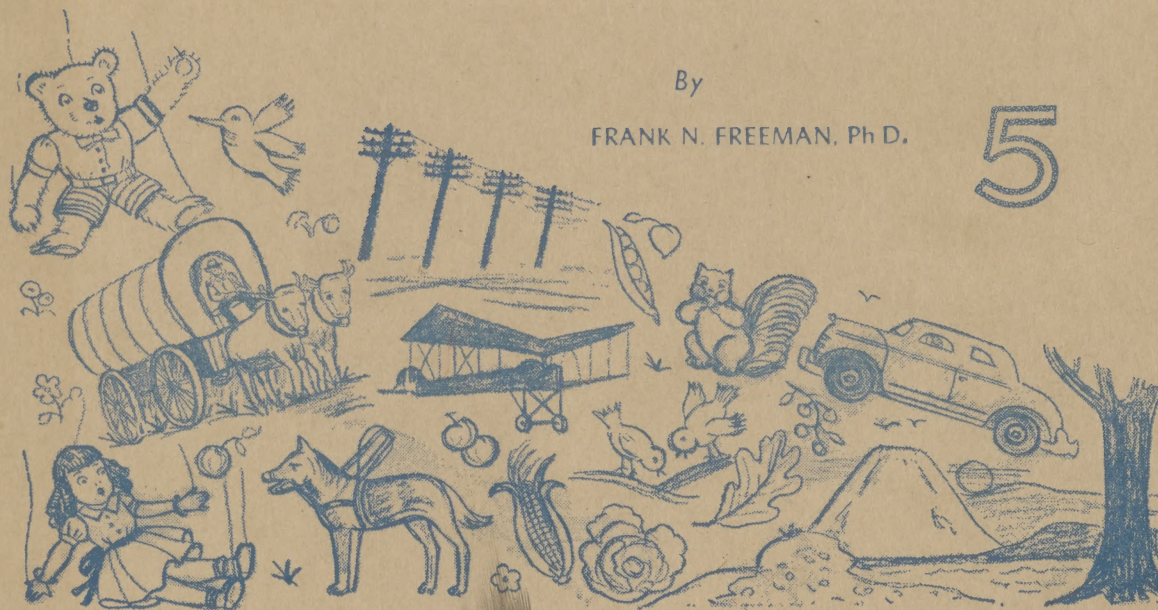
Working Together

Recorder

By

FRANK N. FREEMAN, Ph D.

5



CORRELATED HANDWRITING SERIES

THE ZANER-BLOSER COMPANY

612 N. PARK STREET

Handwriting Publishers since 1895

COLUMBUS 8, OHIO

Dear Boys and Girls,

INTRODUCTION

In this new book you will find many ways in which you can improve your own handwriting.

Position, rhythm, movement, slant, and spacing should all be carefully watched. This year we must continue to improve the good writing habits which we formed last year. Let's continue to use better and better writing in all of our school work.

The new units and interesting content of this book will be yours to master.

Sincerely yours,

Frank W. Freeman, Ph.D.

GENERAL PROCEDURE

To the Teacher:

PREVIEW

The material selected for practice in this text should lead each child into new fields of experience. Much of it falls in the social studies area. It is not only informative but aids in developing in each child such attitudes, skills, responsibilities, and interests that are so necessary to the American way of life.

Under the instructions given the child, you will observe an effort has been made to orient the child socially through a discussion of the subject first. This is followed by definite techniques and procedures on letter formation and factors which lead to legibility. Finally, some means of evaluation is employed which encourages the child to direct his own practice and accept the responsibility for his degree of growth.

It is hoped that through these wholesome experiences he may become a good American citizen.

How to Use This Book

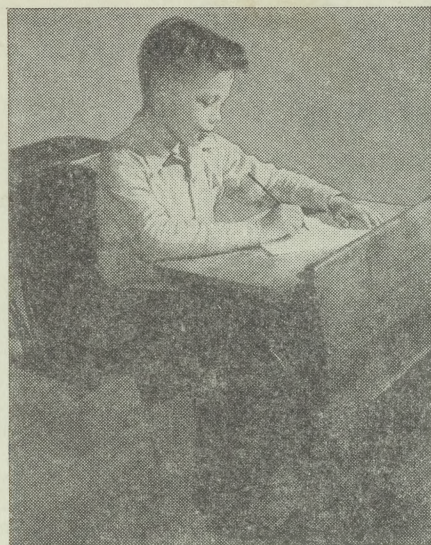
1. Read and discuss the unit until each member of the class is familiar with it. Write it on paper and on the blackboard, if possible. Write the top sentence first and then each word or sentence separately and at different times. Help each of your students to visualize by criticism of form and pauses in rhythm until he can recall and write each word satisfactorily.

2. From each page select a few specific letters for special practice. These should first be demonstrated in large form on the board. The points of difficulty may be marked with colored crayon to aid in visualization. It helps a child to do better writing if he knows the technical points in letter structure.

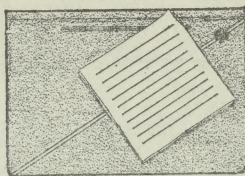
3. Write and practice the difficult places shown in the copies or discovered on the pupils' individual papers. Use practice paper before recording their best efforts in this book. The difficulties encountered may be parts of letters, letters, letter combinations, words, phrases, sentences, paragraphs, or page arrangement.

4. Have your students record their best efforts on the page provided in this book. It should be written at different times. Each page in this book represents a week's work and the teacher should develop it with this in mind. Be sure the child visualizes the whole word or sentence before he starts to write it, and that he does not copy it one letter at a time.

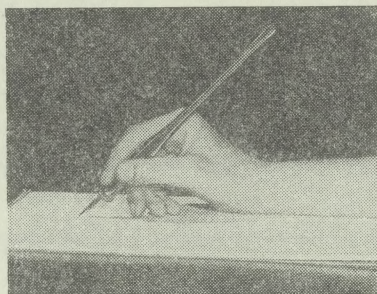
5. Where illustrations are used on the page, the teacher will need to rearrange the setting on the page. At all times, she should plan ahead for this work and have a system of recording which will not only show the students' best efforts but the page will be neatly arranged, well balanced, and pleasing to the eye.



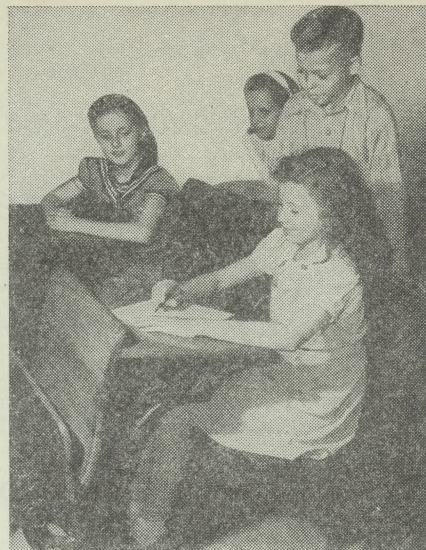
How to sit at the desk



How to place the paper



How to hold the pen



Good position attracts attention

To the Pupil:

In your earlier grades you have learned to write well. Your main purpose now will be to write better, easier, and a little faster. To do this you must practice carefully; spend some time each day writing when your mind is chiefly on trying to write better; take pains to write well whenever you write.

This year you will write about many things based on your social studies—the discovery of America, the growth of our country, trees you know, plants as foods, the seeing-eye dog, and many other interesting subjects.

Several pages are based on social traits which you will find helpful in your social program. Introducing friends properly and speaking well in public are both accomplishments worthy of acquiring, and are acceptable to society.

In order for you to write well at all times you should do certain things:

1. Sit in the right position
2. Place the paper and hold your arms correctly
3. Hold the pen or pencil correctly
4. Write with an easy swing
5. Let your arm move as well as your fingers

Some other things that will help you to write better are:

1. Study the size and shape of your individual letters
2. Watch the arrangement on the page

3. Always be neat
 4. Write at a normal speed, and not so fast that you can not read it.
- Practice your writing with these things in mind and you will improve.

1. Read the material over carefully, and pick out any new and hard words.
2. Get a clear picture of these words in your mind by studying and practicing each one separately before writing the whole paragraph.

Writing at the Seat and at the Blackboard

Difficulties may be more easily overcome by large writing on the blackboard than by small practice on paper. Writing on the board requires arm movement, and much of the practice carries over to seat writing. It is easier to get a clear picture of a letter or word on the board than it is on paper.

Materials

The pen will be used for much of your writing this year. Learn how to fit the pen point into the holder. Do not push it in too far as this will cause cramped, slow writing with poor pen position. Always set the pen straight so that both nibs of the pen glide on the paper. This makes for smooth lines and even quality. Keep your inkwell covered when not in use, and always clean the pen before putting it away. Where we find the writing tools in good order we find children who are neat in their work habits, and careful in all their writing.

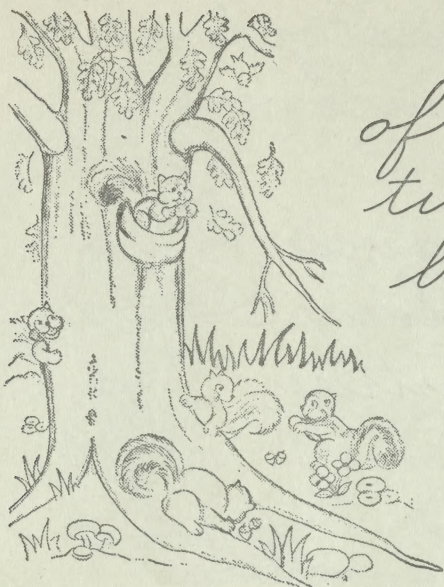
INFORMATION PLEASE

1. My name is — Paul R. Brown
2. We live at — 23 West 5th. Ave.
3. Our city is — Galesburg
4. The county is — Knox
5. In the state of — Illinois
6. My country is the — United States
7. I was born — August 6, 19 — ?
8. I am now — ? — years old.

Our first writing unit is about you. After you have talked about **Paul Brown**, his age, and home, let us use this plan to fill in the information about you. As you write this on practice paper, use **United States of America**.

Write the information about yourself on this page after you have practiced it well on other paper. This is your first specimen for the year. Try to make it a good one for you will compare your later efforts with this writing.

AUTUMN TIME



Autumn is a season
of gay colors. The leaves
turn red, yellow, and
brown.

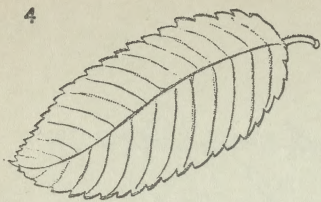
Squirrels are very
busy storing nuts
for winter use.

A Au c co col qu qu

Have you watched squirrels store nuts? They are getting ready for winter. As you practice your writing, you are getting ready for days ahead. Begin **A** with a long left curve, but flatten the upstroke.

After you have practiced the sentences on other paper, and your teacher has marked them satisfactory for recording in this book, write them the best you can. On the lines that are left write a description of the picture, using as many capital letter **A**'s as you can. Put strength in the downstroke. Are your ending strokes uniform in length?

KNOW YOUR TREES



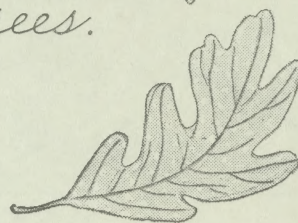
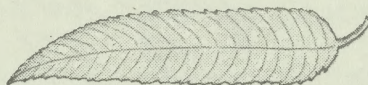
Trees are our largest plants
All living things are
either plants or animals.



Here you see the leaves
of the maple, oak, willow,
ash, poplar, and birch trees.



Find each one.



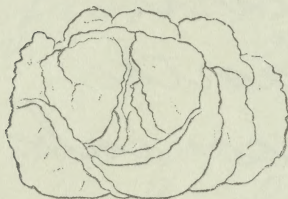
This season of the year the leaves are most beautiful. Bring to school a beautiful leaf, then see if you can match it with one of the leaves on this page. Practice capitals **T** and **F**. Observe the slant in the downstroke.

This is a chance for you to show how well you can arrange the page. Write the sentences above, and in the space that is left make eight each of the capital letters **T** and **F** on a line. Do you have the boat finish wide enough?

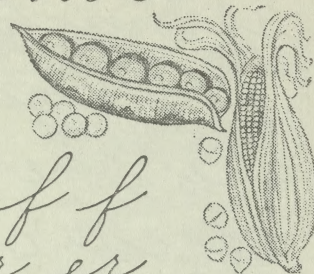
PLANTS AS FOODS

*Different parts of plants
furnish us with our food.*

*We eat the leaves of some
plants, while from others we
use seeds or the fruits.*



*O O D D if if f f
le le l l e e er er*



Many of us eat foods which we do not know are plants. Can you name some plants that furnish us food? Write these on practice paper, and make a list of all the plants your class can think of that furnish us food. When writing word lists we observe the beginning and ending strokes.

When you are ready to record the two sentences in your book, make sure your pen is in readiness to write. Clear your desk, and take a good writing position. On the lines left write capital **D**, keeping the toe and heel on the baseline.

Leaves

cabbage
lettuce
spinach



Fruits

apples
peaches
cherries



Seeds

peas
corn
beans



Cauliflower and broccoli
are the flowers of the plants.
ca ca ca ce ce ce ch coocco cab
bb ba be be br br or ow oc on

Listed here are a few leaves, fruits, and seeds which we eat. Write the list and add to it where you can.
Be careful with your connecting strokes and letter combinations shown on this page.

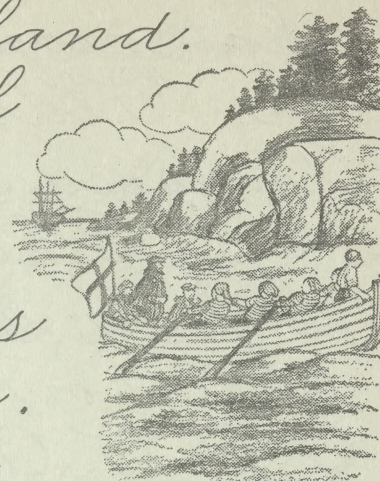
This is a page for help with letter combinations and connecting strokes. Write the list of leaves, fruits, seeds, and the sentences, then make three lines of letter combinations that need extra practice.

LAND! LAND!

In 1492 a small boat set out in search of a new land.

At last a shout of Land! Land! went up from the sailors.

This new land is now our own America.
 L L L l l ll h h h



This would be a good place to discuss the importance of figures and dates.

The discovery of America is a thrilling story which we all know. Practice the sentences and then the capital letter **L**. Watch the slant and rest the toe on the line. Make one line of figures before writing the sentences in your book. Be careful of your arrangement, and space your figures evenly. Use about 25 small letters to a complete line of writing. How many are you using?

EARLY AMERICA

It was many years later
that people left their homes in
the Old World to settle in
America.

They came seeking freedom
to live, work, and worship in
their own way.

O O O O ow or om or in in in

America was not settled over night. The early settlers came one boat load at a time. You may improve your writing the same way. Improve one thing at a time, and your writing will be better. Are you finishing your o's with an upward curve?

First write the sentences from dictation. Circle any of the letters that are not well made.
Practice these carefully on other paper before recording your best efforts in your book.

MOVING WESTWARD

The need for more farm land caused the pioneers to move to the west.

This made the need for faster and better ways of travel.

Soon roads, canals, and railroads were built.

S S o Soon re rm ro ra rs re

Now write this page just as it appears above. Do your lower loops slant too much? Are your upper loops well rounded?

The early pioneers soon recognized the need for expansion and travel westward. Can you pronounce the words on this page? Close your eyes and picture each word by itself. Practice the capital letter S and some of the combinations separately before writing the sentences. Small a appears many times. Have you made it well?

THEN AND NOW



1830—COVERED WAGON.



1856—STAGE COACH.



1861—PONY EXPRESS.

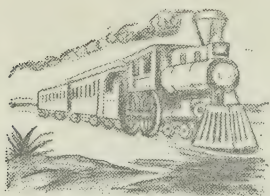


1861—THE TELEGRAPH.

From the period of the early settlers, to the present time, we have moved from the slow covered wagon age to the swift, "Mainliner" of the air.

Do any of you know a story about covered wagon days? Practice the cane of the capital letter **M**. How many letters start with this cane? Make a list of the cane letters. Test your writing for slant. Is it uniform?

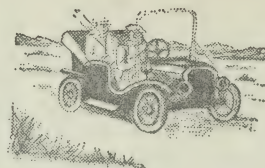
After having practiced the paragraph until you can write it well enough to record it in your book, list the capital letters that begin with the cane stroke. Now make a list of all the small letters that begin with the hump like the **n**, **m**, etc.



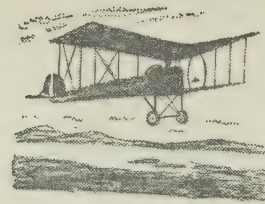
1869—THE RAILROAD.



1915—THE TELEPHONE.



1915—THE HIGHWAY.



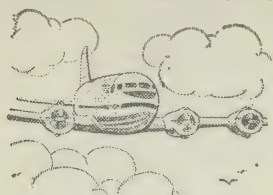
1921—AIR MAIL.

From Coast to Coast

- 1830—Covered Wagon — 6 months
 1856—Stagecoach and rail — 24 days
 1861—Pony express and rail — $12\frac{1}{2}$ days
 1869—First railroad — 7 days
 1943—Mainliner — 16 hours

Can you imagine traveling from New York to California by covered wagon?
 Today the fast airplanes cover this distance in ten hours or less.

Study the figures carefully, and then find the period of time between the different eras.
 Arrange these subtraction examples neatly on the line.



AIR HIGHWAYS

Flying has given us an open highway in the air. All places are near us now.

A plane can fly a direct route between two places because there are no barriers in the air as we have on land.

Air travel is becoming more popular every day. Have you ever been in a plane? Flying is much like writing, as there is a graceful rhythm to the sweeps and curves the plane makes. Try it with your pen.

Arrange the sentences above as neatly as you can in your book. Watch carefully the loop letters in the word **highway**. Are they round and open? Practice the small **r** on the last line.

reach the curb; when they have to stop or move to the side.

Not every dog and master can be happy together. They are given a "try out" to decide if they can work as a team.

He H H He N N N y y g g g

Practice the capital **H** and the combination **He**.

List the letters that have loops below the line.

Can you make them round and full as they should be? Study your book to see if you are making them correctly.

Use the extra line to write your dog's name or the name of your friend's dog.

A GOOD AMERICAN

*"There is one thing which
no one can do so well as you.*

*It is to train yourself
to feel, think, and act as a
good American should."*

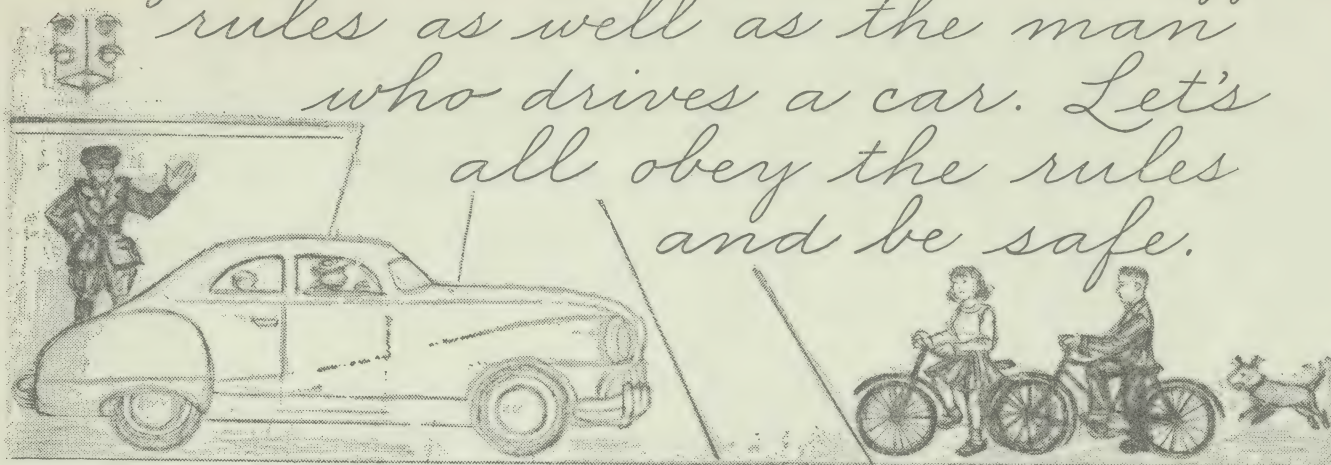
j j j g g g y y y z z z p p p q q
g g f f f l l l b b b h h h k k k

After writing the quotation above, compare it with the writing you did in the first part of the year and note the improvement. Write a sentence telling how you have improved your handwriting.

Your pride in your school, your home, and your ability to write well helps make you a good American. Compare the writing you have done for this page with some writing you did in the front of this book. Where have you improved—the quality of line, the slant, spacing, arrangement, legibility, letter formation, or page arrangement?

SAFE RIDING

Boys and girls who ride bicycles should know the traffic rules as well as the man who drives a car. Let's all obey the rules and be safe.



After writing the paragraph about safety write sentences about your Safety Patrol.

Traffic rules help us to go and come safely. Whether we ride bikes, ride in automobiles, streetcars, buses, or in airplanes it is always well to play safe. Practice the capital letters **P**, **B**, **V**, and **R**.

WHAT DO THESE MEAN?

Use these words in sentences—

size

curve

retrace

slant

test

motion

speed

space

margin

quality

color

indent

angle

form

ending

U U Use Use ze ze ze size z
 q q qu qu an an gi gi or or

This is your chance to use these handwriting words in sentences. Can you think of other words to add to the list?
 Practice the capital letter **U** and the word **Use** along with the combinations of letters.

Pick the most important sentences you have written and record them here.
 Why are they the most important? Fill the page with these sentences.

WE MAKE PUPPETS

Miss Olsen showed us how
to make the cutest puppets.

We are planning a Puppet
Show for the P.T.A.

The boys are building
the stage and painting the
scenery; the girls are making
and dressing the puppets

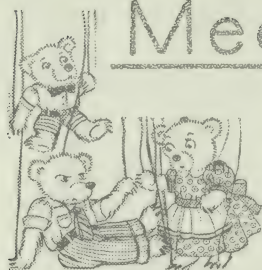
Have you seen a puppet show lately? Can you think of any other words about puppets? The **t**, **d**, and **p** are the same height above the line. They are not as tall as **l** or **h**. Cross the **t** carefully.

Practice the words **puppet**, **planning**, **painting**, **to**, **the**, **cutest**, **stage**, **building**, and **dressing**, before you record your best writing in this book. The letter **p** may need extra study. Are yours high enough?

PUPPET SHOW

An Evening of Fun for the P.T.A.

Meet Goldilocks in Person



Madison School
Tuesday Evening



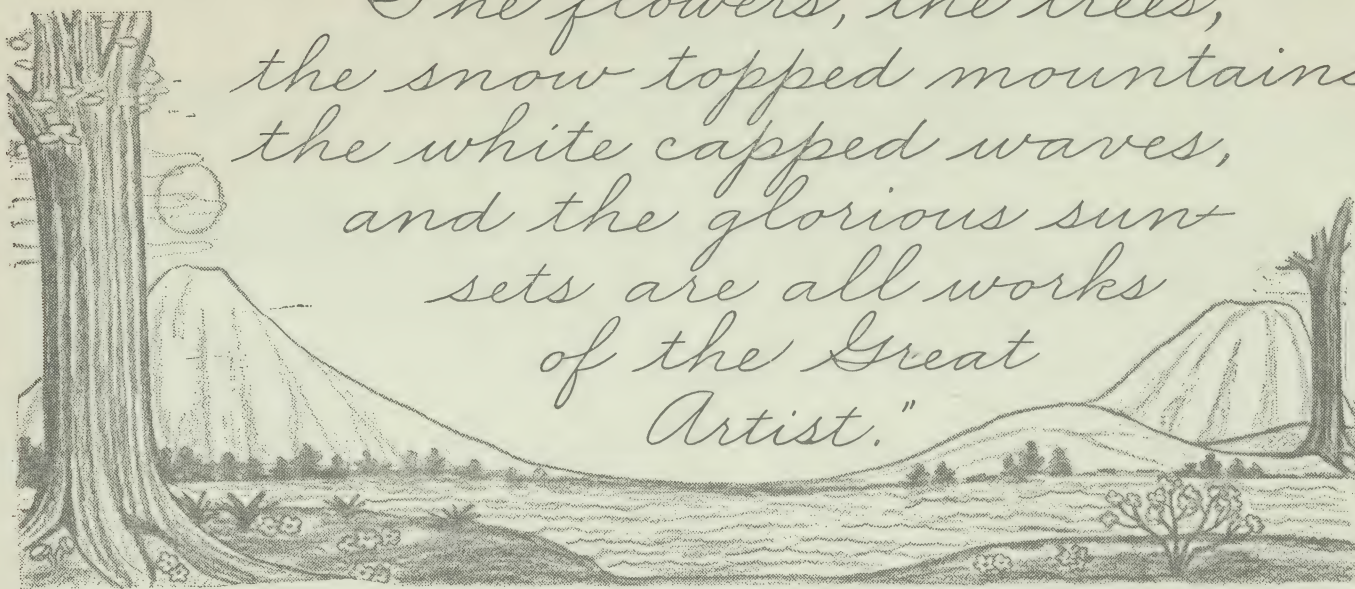
March 9th. Time 7:45 P.M.

You use print writing for signs, headings, notices, and for many other activities.

When you make this announcement of the Puppet Show, use care in getting your letters uniform in size and spacing. Keep the circle letters round and the stick letters straight. Pencil, crayon, or a ball pointed lettering pen may be used to make this announcement on other paper, depending upon the size you wish it to be. Use your pencil to do this print writing in your book.

HE DOETH ALL THINGS WELL

*"The flowers, the trees,
the snow topped mountains,
the white capped waves,
and the glorious sun
sets are all works
of the Great
Artist."*



Our lovely sky, the beautiful sea, the stately forests, the clear blue lakes, the rugged mountains, and you, too, are all the works of the Great Artist. Who is the Great Artist? Make up your own sentences about Him.

The page arrangement here needs special care as the quotation above will use only about four lines. On the remaining space make up your own quotation about the work of the Great Artist.

THE SOY BEAN

Each year a new use is found for soy beans.



The flour made from soy beans is used for bread, cakes, and puddings.

Chemists have made a fiber for weaving cloth. The oil is used for making paints.

Some people have never seen the soy bean, and do not yet know of its importance. As you talk about this lesson, try to think of the articles that are made from the soy bean. Do you eat them? Are clothes made from soy beans?

The capitals **C**, and **E** belong to the free swinging direct oval group. Retrace a few direct ovals to help with these capital letters: **O**, **C**, **E**, **A**, and **D**. Record your best writing of the sentences on these lines.

STOP! LOOK! LEARN!

In sentence writing we check our spacing in words and between them.

If a sentence has twenty-five letters to the line, from margin to margin, it is well spaced.

I I I I I In In In If If If

The capital letter I is one of the most overused letters in the alphabet. Learn it well.

What other letter starts like I but has a loop below the line? Practice them on the same line.

Some letters take more space than others, but the average for good spacing in this grade is about twenty-five letters to the line. How does your writing compare with this? Start the capital I below the line with a **push-swing**. Tip it to the right at the top so as to have slant in the down stroke.

BIRD FACTS

Do you know—

1. Birds are the only animals that have feathers.

2. A bird can change the focus of his eye instantly.

3. The humming bird lays the smallest egg; the ostrich lays the largest.



This is your **Do You Know** page. What other interesting things do you know about birds? Let's write five other sentences about them. Do you write easily and smoothly just as the birds fly?

On other paper, practice all the small letters—first separately, then in words. Watch form, size, beginnings, and endings. Ask your teacher to help you with any difficult letters. Now write the three sentences about birds.

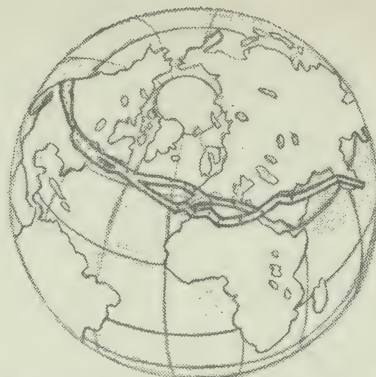
AROUND THE WORLD WITH THE AIRPLANE

- | | |
|--------------|------------------|
| 1. A Alaska | 9. I Italy |
| 2. B Berlin | 10. J Japan |
| 3. C China | 11. K Kunchow |
| 4. D Dakar | 12. L Leyte |
| 5. E England | 13. M Manila |
| 6. F France | 14. N New Guinea |
| 7. G Guam | 15. O Okinawa |
| 8. H Holland | 16. P Panama |

We are off on a trip around the world in our own imaginary plane. Let's follow our journey on the map and estimate the time required and the miles covered during the trip. Review the formation of the figures, and in writing them keep your columns straight.

All the capitals are used here. These may be practiced in groups. Can you pick out the cane group, the lower-loop group, the upper-loop group, the direct and indirect oval groups, and the boat ending group?

- | | | | |
|-------|------------|-------|-------------|
| 17. Q | Queensland | 25. Y | Yokohama |
| 18. R | Russia | 26. Z | New Zealand |
| 19. S | Sicily | | |
| 20. T | Tokyo | | |
| 21. U | Ukraine | | |
| 22. V | Vienna | | |
| 23. W | Wake | | |
| 24. X | Xavier | | |



Now we will try to make up an alphabetical list of our own. This time we will use the first names of our friends in the fifth and sixth grades. Let's start off with **A—Arthur**, **B—Bonnie**, **C—Clarence**, and finish the alphabet.

Starting with **K**, write sixteen names of your friends in the space above. Number them correctly, and keep them in alphabetical order. On other paper you may make a list of twenty-six animals, birds, foods, clothing, or plant life.

HOW TO BE AN INTERESTING PERSON



1. Be a good listener.
2. Do not talk too much.
3. Do not talk too long at a time.
4. Give every one a chance.
5. Do not interrupt.
6. Talk about the things you know and enjoy.

P P P P P B B B B Be

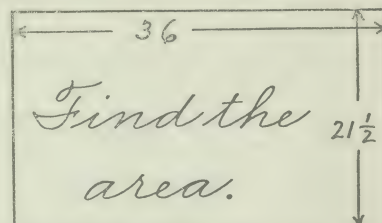
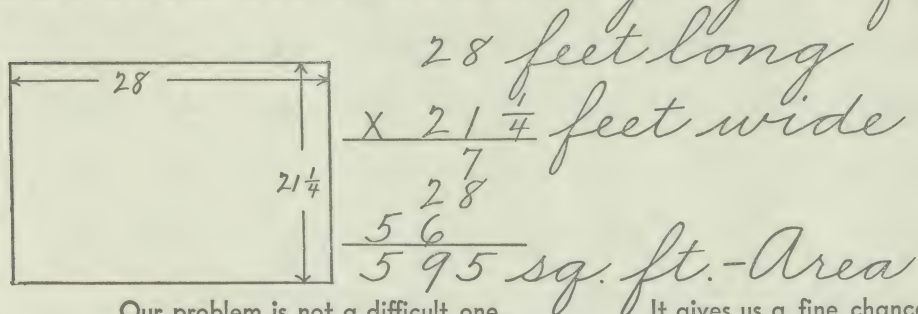
You want to have an interesting personality and be popular with the others, so take an inventory of yourself. Am I a good listener? Do I talk too much? Write a sentence telling how you may improve yourself.

Use the push-pull to help with the backs of the letters **P**, **B**, and **R**. This family is a combination of push-pull and indirect oval. Write five or six of your most important personality tips on this page.

OUR CLASS PROBLEM

Our school room is 28 feet long and $21\frac{1}{4}$ feet wide.

To find the area of the room we multiply 28 ft. by $21\frac{1}{4}$ ft.



Our problem is not a difficult one.

It gives us a fine chance to practice figure making, listing columns of figures for addition, and working several problems in addition, multiplication, and division.

How many well spaced and correct sized figures go on a line? Starting with 50 fill in the first line and see. Work both problems on other paper, then record the correct work here. Special care should be given page arrangement and size of figures. Draw neat and accurate diagrams.

THE HAWAIIAN ISLANDS

The Hawaiian Islands
are our outposts in the Pacific.
They help protect our western
coast from an invasion.

Many of our boys were
stationed there during World
War No. II.

M M M Ma W W W W Wo War

Many of us visit Hawaii in our imaginations. We like to dream of the palm trees and dancers with leis around their necks. They are a lovable, friendly people who like to dance to their fine music.

The capital stem family is a large one. The **W** is an easy letter to make if we remember to pause at the baseline at both points. This is a good time to learn to spell Hawaii and to write the names of their big cities.

THEIR PRODUCTS AND CUSTOMS

These Islands supply us
with sugar, pineapples,
coffee, rice, and bananas.



At feast, the native girls
wear grass skirts and love to
dance to ukulele music. They
make flower and paper leis
for their friends. r r r s s s

Can you make paper leis for your friends? See if you can improve the form of the letters **r**, **s**, **w**, **v**, **o**, and **b**. Practice them well until you have mastered each one. The word ukulele is a rhythmic word. Try to put rhythm in it when you write it.

Now write the first sentence. Practice the individual letters again, and then write the second sentence, and so on until the page is finished. Now place a circle around the letters showing the most improvement. Are you making open loops on **p**, **f**, **l**, **k**, and **g**?

INTRODUCTIONS

When you introduce a boy to a girl, say the girl's name first.

Zella, this is Quentin Vance.

Quentin, this is Zella Young.

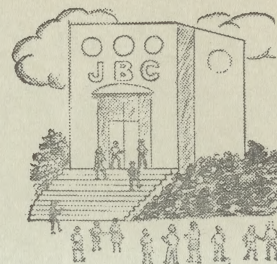
Z Z Z ella Zella V Van Vance an
 uen uentin Quen Q Y You Young
 X. Y. Zone Z. X. Younger Z. Y. Kerns

By properly introducing our friends we may often avoid embarrassment. Try it at your next school party. Practice this introduction on paper, using the names above, and then using the names of your friends.

Z, V, Q, X, and Y are all letters that start with a loop. Try to start with a curved stroke. Write the page just as it appears above on practice paper, but when you write it in your book, use the names of your friends.

LEARN TO WRITE A RADIO REPORT

1. Name of the program
2. What type of program
3. Persons in program
4. What you enjoyed most
5. Over what station
6. On what day and what time
7. Length of program



In an oral report of a radio show, be sure to state the seven facts above. What other facts are important to you? Write your own radio report of a show you have heard and turn it in to the teacher.

You are nearing the end of the year, and this page should show some of your best work. Neatness, arrangement, uniform size, slant, and spacing are some of the things to watch carefully as you do your best work.

Dear Mr Ford,

Our class enjoyed their visit to the broadcasting station very much.

We were glad to see how the sound effects were made for radio.

Yours truly,

Here is your final specimen.

Write it carefully, then compare it with an earlier specimen.

By careful practice you have become a better writer, a more observing student, and a finer American.

In writing this specimen, do not imitate the writing above. If you are in doubt about any of the forms, refer to the alphabet on the next page for help. Use the above specimen only for the wording, and to show how much better you can write.

OUR ALPHABET OF CAPITALS, SMALL LETTERS AND FIGURES

A B C D E F G H I J K L M N O P Q R
S T U V W X Y Z a b c d e f g h i j k l m
n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 10

ACTIVITIES WHICH MAY REQUIRE PRINT WRITING

Shopping list	Diary of weather
Camping list	Bulletin board notices
Notices for Library use	Addressing packages
List of visitors—Public Schools Week	

The Left-handed Child

In the fifth grade, if children enter school using their left hand, teach them how to hold the paper correctly and how to write with their left hand. Tilt the paper to the right for the left-handed child at about 30 degrees. Exact the same quality of work from them as those using the right hand. Do not permit an inverted position to develop.

Ink Dipping

Since this book will be written in pen and ink, some care should be taken to instruct children how to avoid making blots. Blots are usually caused by overloading the pen point with ink. In demonstrating this act, dip the pen in the bottle until the eye of the pen is covered with ink. Pull it out of the bottle slowly so that any excess ink will drain off before it clears the bottle.

The appearance of fountain pens will be noticed by many teachers in this grade. When the children bring fountain pens to school for use, it is well for the teacher to inspect the pens to see if the point and type of pen are suitable for their use. When fountain pens are not suitable, many teachers insist on steel points of their own recommendation.

CURSIVE ALPHABET

A a B b C c D d E e F f G g
H h I i J j K k L l M m N n
O o P p Q q R r S s T t U u
V v W w X x Y y Z z + - x ÷ = $\frac{1}{2}$
1 2 3 4 5 6 7 8 9 10 1. 2. 3. 4. 5. 6. 7. 8. 9. 10

Notice the similarity of many of the capital letters to the small ones. Some are nearly the same except for size, and in others, only the beginning stroke differs.

